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ABSTRACT

In fall 1988, a study was conducted at Oakland Community College (OCC) to determine faculty attitudes toward and competence in the use of computers. Questionnaires were distributed to all 292 full-time faculty members, soliciting information about their interest in and opinions concerning the computer as a professional tool and as an instructional method, their interest in learning about computers, and their specific computing skills. Study findings, based on a 54% response rate, included the following: (1) 86% of the respondents indicated a high level of interest in using computers, though only 20% felt they had a high level of computer literacy; (2) only 67% of the responding social science faculty expressed a high degree of interest in computing, compared to 97% of the vocational/career faculty; (3) 64% believed computing was important to their discipline; (4) 68% considered access to a computer at work to be important; (5) 53% felt their computer skills were inadequate for their discipline, and 43% expressed a need for help in using computers; (6) faculty were equally interested in the use of computers to increase their personal productivity and as an instructional delivery tool; and (7) 37% owned a home computer. Appendixes include the informal recommendations and the survey instrument. (AJL)

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Results of Faculty Computing Survey

by

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February, 1988

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REPORT ON THE SURVEY OF COMPUTER ATTITUDES AND COMPETENCIES OF THE FULL-TIME FACULTY OF OAKLAND COMMUNITY COLLEGE - FALL, 1987

by
Henry S. Austin, PhD

ABSTRACT

As part of an institutional computing initiative, the 292 full-time faculty of Oakland CC were surveyed at the beginning of the Fall, 1987 term for their attitudes toward and competency in the use of computers. The survey return rate was 157/292 (54%), which is good for a study of this kind. The survey results led to the following conclusions:

1) Faculty are interested in computing; 86% of the respondents indicated a high level of interest in using computers.

2) Computing interest varies somewhat by discipline, ranging from 67% of the social science respondents indicating high interest in computer use to 97% of the career respondents indicating such interest.

3) Faculty feel computing is important; 64% of the respondents felt computing was important to their discipline; 68% felt access to a computer at work was important.

4) High faculty interest is coupled with low levels of computer competency; 20% of the respondents reported a high level of computer literacy; 9% professed high skill with software packages; 10% claimed high skill at computer programming. In addition, 53% of the respondents felt their computer skills were inadequate for their discipline and 43% reported a high need for help in using computers.

5) Faculty indicated an equal interest in using the computer as a personal productivity tool and using the computer as an instructional delivery tool.

6) Over a third of the respondents reported a home computer (37%); 17% reported an Apple II/Mac; 13% reported an IBM/MS-DOS.

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PREFACE

The report will begin with an introductory section which examines the survey setting; the salient institutional features and research questions which led to the survey. The introduction will be followed by a section briefly describing the survey content, the survey population and the survey distribution and return rate. A section presenting the survey results will come next and the report will close with sections discussing the conclusions and recommendations arising from the interaction of the original research questions and the survey results.

The report assumes the reader possesses 'primary computer literacy'; ie. that the reader is familiar with the basic concepts and vocabulary surrounding the use of the common application software tools on a personal computer workstation.

ACKNOWLEDGEMENTS: The author would like to thank the Information and Telecommunications Systems (ITS) department of Oakland CC for their sponsorship and support of this project; most notably, Henry Freigruber for overseeing the distribution, the coding and the basic statistical compilations of the survey, Penny Peticolas for suggestions on and editing of the survey content and Dorothy Hopkin for editorial suggestions and project underwriting.

SURVEY SETTING

The Application Transfer Study (ATS) of 1986 was the seminal event leading to the computing survey of the OCC faculty. The ATS study extensively examined the history and current status of the college's information systems and concluded with a series of recommendations and associated master plan for applying modern computer technology to the OCC mission. OCC Chancellor R. Stephen Nicholson launched the study, which was guided by a joint team of IBM computer consultants and OCC administrators led by OCC Academic Vice-President Richard Thompson. An expansion and re-organization of the computer support staff, a board policy supporting large investments in computer technology and the installation of a new mainframe computer along with new instructional workstations are the first fruits of the computing initiative at OCC arising from the ATS study.

One of the major conclusions of the ATS study was that the acceptance and application of computer technology by OCC personnel was a critical factor in the successful infusion of that technology into OCC. Since instruction is the primary mission of the institution and faculty are responsible for instruction, faculty acceptance and use are important to the success of any academic computing initiatives at OCC. As a direct consequence of the central role of the faculty in any instructional computing initiatives, a survey of the existing state of faculty computing was commissioned by Dorothy Hopkin, the new Vice-President for Information and Telecommunication Systems (ITS). The survey was needed in order to base instructional computing policies and procedures on a knowledge of the existing state of faculty interest in and capability for using the computer as an instructional tool.

Measures of faculty interest are important in order to shape both the magnitude and the objectives of institutional investment in instructional computing. If faculty interest in computing is weak, this reduces the credibility of instructional computing investment; why spend scarce resources on expensive tools which will not be used? If faculty computing interest is strong, this raises further questions of what kinds of applications faculty are most interested in; ie. document preparation?, electronic mail?, test banks? to name a few. The answers to these questions are important to the intelligent allocation of resources.

Measuring faculty competencies in the use of computer tools is also critical to intelligent planning for instructional computing. For example, high interest coupled with high competency could lead to investments primarily in workstations and software while high interest and low competency would indicate the need for a large investment in training. In addition, competency measures at the beginning of the computing initiative can serve as baselines for later longitudinal measures for gauging the relative effectiveness of training programs and/or for identifying the proceeds from computing investments.

In summary, the central importance of both instruction to the college mission and the faculty to instruction impelled the ITS office to launch the faculty computing survey. Knowledge of the current state of faculty-computer interaction was a critical piece in the larger plan for infusing computer technology into the institution.

SURVEY DESCRIPTION AND DISTRIBUTION

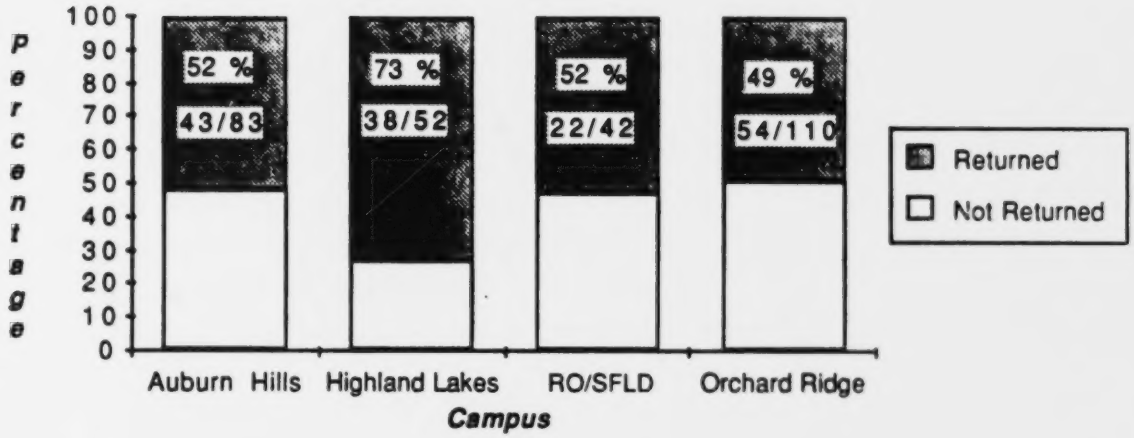
The survey construction was based on the need for data on faculty computing interests and competencies discussed above. The instrument was piloted on a group of 24 faculty evenly divided between those with computer experience and those without such experience. The table below outlines the survey layout; the complete survey is at the end of the report.

Table 1
Faculty Computing Survey Outline

1. Demographics and level of general computing interest
2. Interest in instructional support applications
3. Interest in direct instructional applications
4. Faculty computing opinions
5. Self-assessment of computing competence
6. Home computing assessment
7. Comments and suggestions

The survey was distributed to all full-time OCC faculty at the beginning of the Fall term, 1987. The demographics of the OCC faculty are representative of national trends; see the OCC self study of 1987 for demographic detail. The survey distribution and return rate statistics are displayed in the following table:

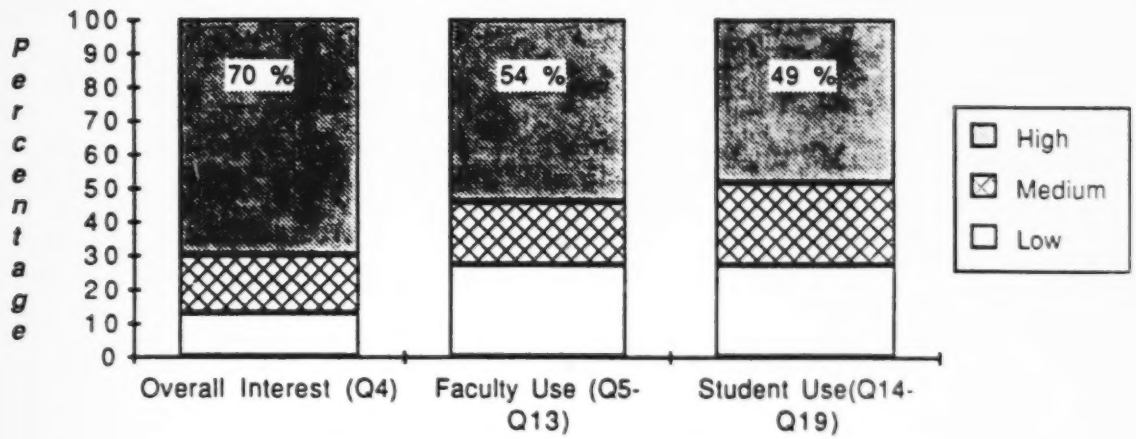
Table 2
Survey Returns by Campus
(157 of 292 - 54 %)



The table figures indicate a total return rate of 54%, which is good for a survey of this type and is also a crude indicator of faculty interest in the survey topic of faculty computing. The return rate was relatively even by campus with the exception of the Highland Lakes campus, which had a return rate well above the college average.

The survey results are displayed in table form on the following pages, with a brief discussion after each table. The results should be interpreted with the understanding that the table percentages are based on the 157 faculty who returned the survey; it is probable that most of the faculty not returning the survey have low levels of both computer literacy and computer interest.

Table 3
Level of Computing Interest

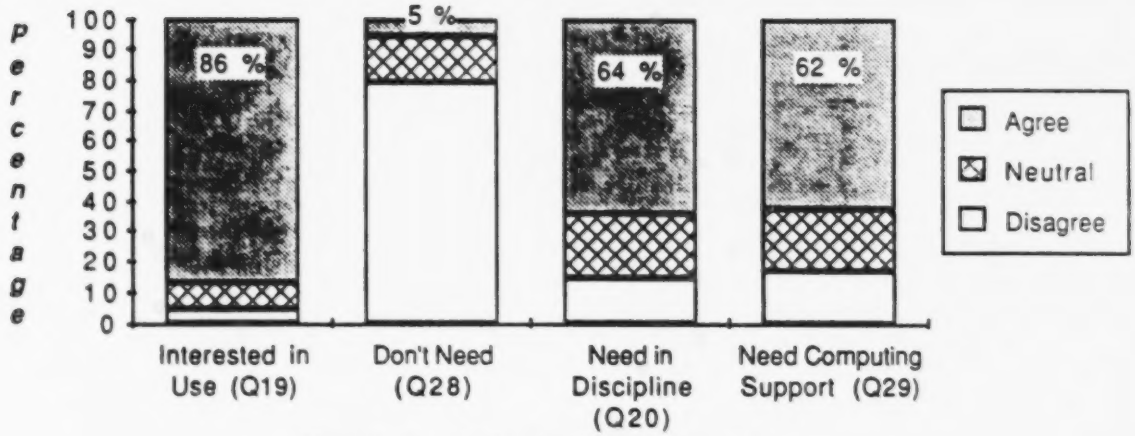


The responses displayed above indicate that faculty have a high level of interest in the topic of faculty computing. This interest is about evenly divided between using the computer as a support tool (faculty use) and using the computer as a form of instructional media (student use).

'Faculty Use' represents the mean response from nine items requesting interest levels for computing applications which would increase the personal productivity of faculty regardless of the media used in the instructional process. The most popular of these applications were information retrieval, a personal document system and a test bank. The respondents indicated the least interest in electronic meetings, system model demonstrations and electronic bulletin boards.

'Student Use' represents the mean reponse from five items requesting interest levels for applications involving the use of the computer as an instructional media. Computer assisted instruction (CAI) received the most support and model manipulation by students the least support.

Table 4
Computer Attitudes



This table displays additional evidence of interest in computer use by the survey respondents. A sizeable majority of the faculty respondents agreed with a statement asking if they were interested in using computers (Q19). They disagreed in roughly the same proportion to a negatively worded statement that faculty don't need computers (Q28).

Most of the respondents also agreed with statements that computers were important to their disciplines (Q20) and that computer support was just as important to them as other forms of instructional support such as clerical services and the library (Q29).

A majority of the total faculty are interested in using computers, assuming 10% or more of the faculty not returning the survey are interested in computer use.

Table 5A
Computer Access Needs

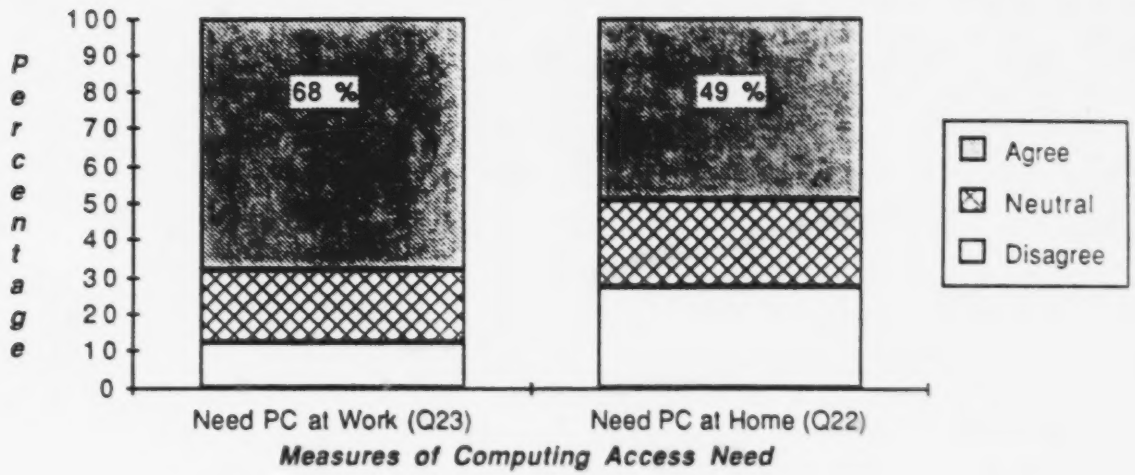
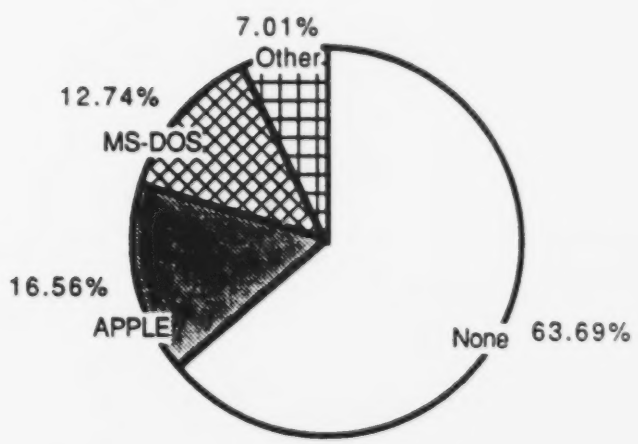


Table 5B
Home Computer Access



Tables 5A and 5B display still more evidence of the importance of computing to faculty. Over two thirds of the respondents agreed that access to a computer at work was important. Almost half of the respondents felt the same about access to a computer at home. Over one third of the respondents claimed access to a computer at home.

The pattern of home computer ownership indicates divided loyalty between the MS-DOS environment (IBM PC's and clones) and the Apple environment (Apple II family and Macintosh). Most of the other home computers were small first generation PC's such as the Commodore PET, Atari 800 etc.

Tables three through five indicate strong faculty interest in and support for the use of computer technology in some aspect of their professional tasks. Faculty are interested in the computer applications pertinent to their tasks and even more importantly, are interested in actually using computers to interact with those applications. Faculty sense the importance of computer support and the importance of computer access both at work and at home. The access to home computing indicated by a sizeable minority of the faculty is evidence of strong commitment since home acquisition was given only limited support by the institution through small discounts from the vendors supplying computers to the college.

Table 6
'Interested In Using Computers' (Q20)
by Discipline

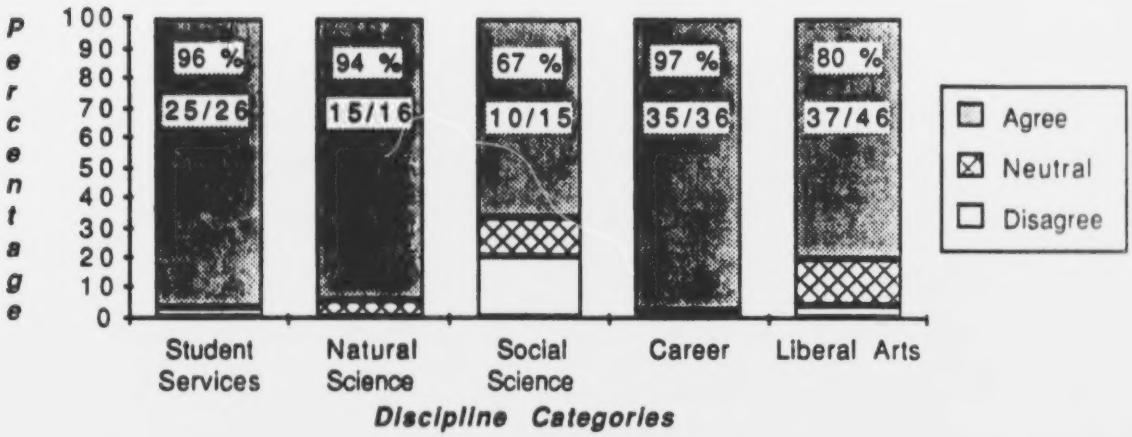


Table six displays the discipline response pattern to the statement expressing interest in using computers. Although a majority of the respondents in each discipline agreed with this statement, the results suggest two response clusters. Support is almost unanimous in a cluster including student services, natural science and career faculty. The cluster of social science and liberal arts faculty demonstrates a lower level of agreement.

The discipline categories were constructed by grouping the many separate faculty disciplines into these five categories for analysis purposes. Student services include faculty who work with students outside of a classroom setting; counselors, librarians etc. Natural sciences consists of faculty in biology, chemistry, physics etc. The social science cluster comprises faculty in psychology, political science, sociology etc. The career grouping include the faculty in the applied degree programs; food service, nursing, office information, data processing etc. Finally, the liberal arts grouping encompasses the faculty in history, humanities, languages etc.

Table 7
'Computer Important to My Discipline' (Q20)
by Discipline

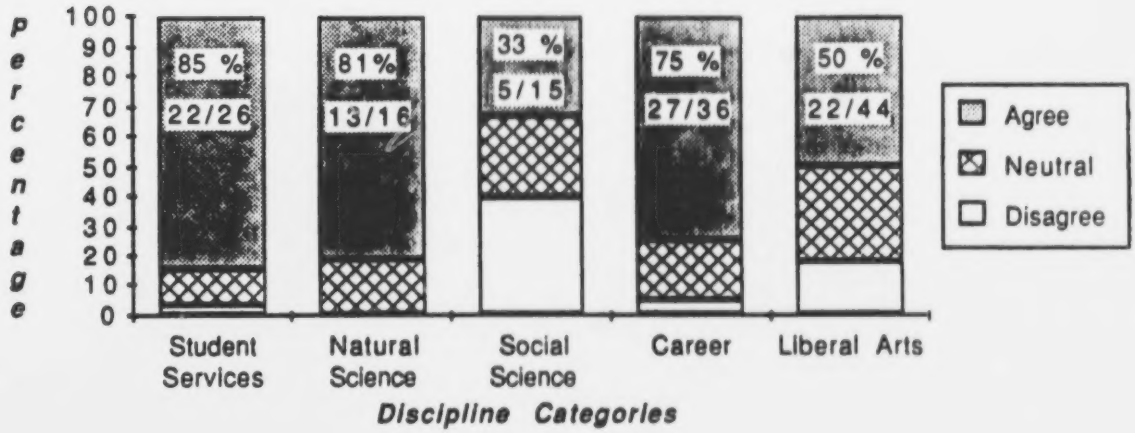
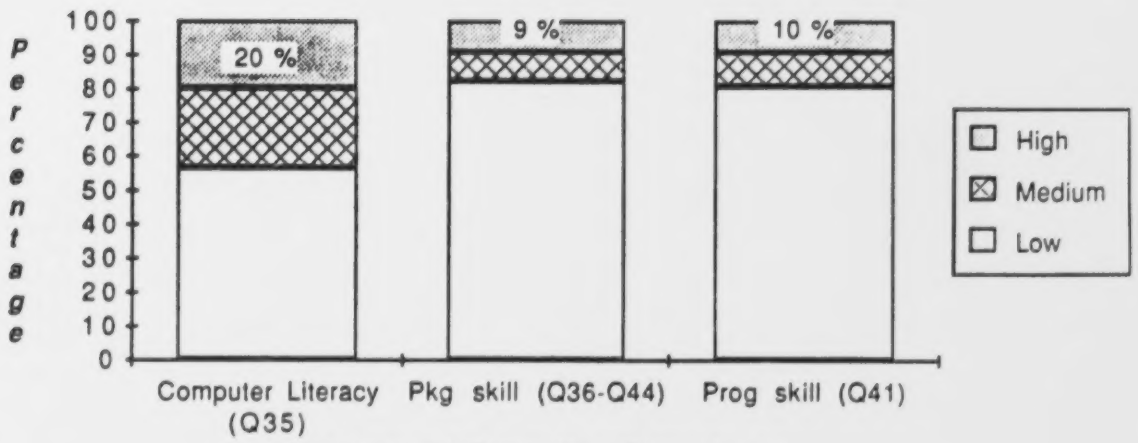


Table seven displays the discipline response pattern to the statement that 'computers are important to my discipline'. The response pattern is similar to the one for 'interest in using computers' displayed in table six, but at a lower overall level of agreement. Once again, student services, natural sciences and career faculty cluster at a higher level of agreement compared to the cluster of social science and liberal arts faculty.

One possible explanation of the higher levels of agreement to 'interest in computer use' compared to 'computers important to my discipline' is that faculty who do not feel that computers are that important to their discipline still are interested in using the computer as a personal productivity tool.

Table 8
Level of Computing Competence



The results displayed in Table eight suggest that the high levels of faculty interest in computers indicated in the previous tables are coupled with low levels of faculty computer competence. High levels of skill were claimed by only a small minority of the respondents for general computer literacy (20%), application software package use (9%) and general programming (10%). The approximately equal levels of high ability for application package expertise and general programming ability suggests that this small group of 'power users' is comprised primarily of faculty in the computer-related career programs.

The relative lack of competence is striking in comparison to the high levels of interest.

Item 35 asked faculty for their relative skill level in computer literacy; defined as ' the ability to use a computer for at least one application'. 'Pkg skill' represents the response average for the series of items requesting the level of skill at using a variety of application software categories such as word processing, spread sheets, data base, integrated packages etc. Item 41 requested the level of skill at 'general programming'.

Table 9
Level of Computer Literacy by Discipline

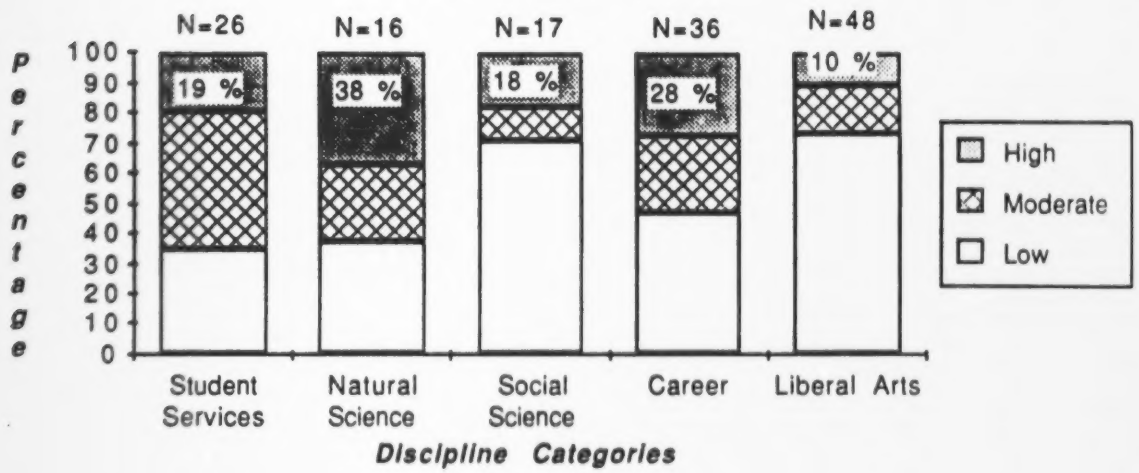


Table nine displays the discipline response pattern for computer literacy. Natural science and career faculty displayed the highest literacy levels. This is expected since computers have been used in the sciences on a limited scale for a few years and career faculty include those in office information and data processing who instruct students on the use of computers.

Again, note the relative lack of competence compared to the high levels of interest expressed in table six.

Table 10
Computer Competency Attitudes

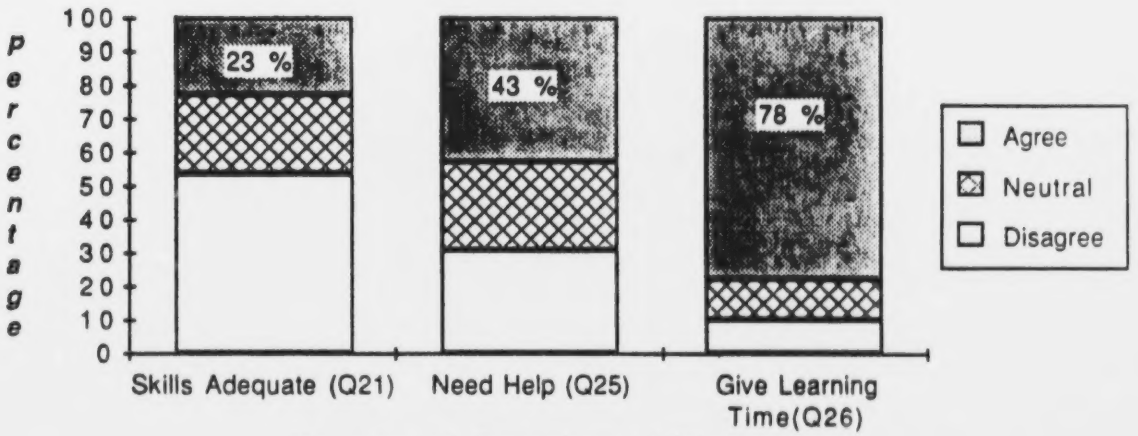


Table ten suggests many faculty feel inadequate about their computing skills, desire computer learning assistance and are willing to volunteer their time to learn how to use computers. These three items asked faculty to express their level of agreement with, respectively; 'My computer skills are adequate for my discipline' (Q21); '...need help to do more (.....with computers....)' (Q25); 'I'm willing to volunteer the time for learning computing if OCC provides the other necessary costs' (Q26).

Particularly striking is the fact that **78% of the responding faculty agreed to volunteer their time to learn computing** if OCC would provide an institutional match to their commitment. If only 10% of the non-responding faculty are also of this persuasion, one half of the **total** faculty are willing to volunteer the time to learn computing if the institution will match their time commitment with an investment in computing resources for faculty use.

In summary, faculty are interested in computing, sense the importance of computing to their profession, feel inadequate about their current level of knowledge about computers, but are willing to do their part in learning to intelligently apply computers to their tasks.

Conclusions

The conclusions from the survey are offered in the form of answers to restatements of the research questions which instigated the survey.

1) Does faculty computing interest justify institutional investment?

Yes. Tables three through five suggest that about half of the total faculty both feel that computing is important and have a high level of interest in using computers.

2) What kinds of computer applications are faculty interested in?

Table three suggests that faculty interest is about evenly divided between using the computer as a personal productivity tool and using the computer as a form of instructional media. Information retrieval, a personal document system, test banks and CAI were the computer applications with the highest levels of respondent interest.

3) What kinds of computers are faculty familiar with?

Table 5B indicates that about 20% of the total faculty have access to a home computer. Aside from a small percentage of older first generation machines, home computer ownership is about evenly divided between the Apple and MS-DOS environments. This situation is reflective of the current distribution of personal computers owned by the institution.

4) Are faculty competent at using computers?

No. Tables 8 through 10 offer convincing evidence that currently only a small minority of the total faculty, perhaps five percent, are highly competent at using computers.

5) Are faculty willing to work at becoming competent with computers?

Yes. Table 10 suggests that faculty are both aware of their current lack of computer expertise and are willing to volunteer the learning time necessary for becoming competent with computers.

Appendix A

Author's Observations

Author's Observations

The following observations are solely those of the author.

1) **Form a 'computer partnership' with the faculty.**

The ingredients are present for a fruitful computer partnership between the institution and the faculty. There is an institutional policy supporting the use of computer technology. The survey results demonstrate both faculty interest in computing and faculty willingness to volunteer their time to become computer literate. Together these ingredients can be blended into policies leading to the formation of a superlative instructional computing environment. Some initial thoughts on the outline of such a policy include:

a) The institution will provide the means for supporting access to computers at work for all faculty who want such access. This support would include hardware, software, maintenance, help facilities and training.

b) The faculty will provide the time to become computer competent. This would include the time spent in formal training sessions provided by the institution as well as the personal time spent mastering computer applications.

c) The institution and faculty will split the costs for providing home computer access to faculty. Home computer access benefits both the institution and the faculty. The institution benefits through the increase in both the level of computer competence attainable by the faculty and the speed at which that level of competence can be reached; home access increases the time that faculty can spend on computing. Faculty benefit from the convenience of home access.

d) Joint faculty/institutional sponsorship and investment in the use of the computer by students. The institution should be responsible for constructing and maintaining student computer access facilities and for providing support for locating and/or creating instructional software. Faculty should furnish the time and effort required to modify their courses to include computer usage where appropriate.

2. **Assign the highest priority to access and training.**

The survey strongly suggests that a majority of the faculty are both highly motivated to use computers and have little current knowledge or experience in such use. These facts cry out for a policy which will provide faculty with both computer access and the wherewithal to effectively utilize that access. Such a policy would enable faculty computer access to evolve through computer learning into computer-enhanced increases in personal productivity and instructional quality.

3. **Effectively utilize the small cadre of faculty 'power users'.**

The survey identifies approximately two dozen faculty who claim to be highly conversant with computers. Intelligent instructional computing policy formation would include provisions for taking advantage of this scarce expertise; policies appropriate for the majority of the faculty could be ill-suited for this group. Some of the ways in which 'power users' could be useful include:

a) instructing in courses to educate other faculty.

b) sponsoring computer interest forums which could foster computer learning and idea exchanges between faculty.

c) being a 'help resource' for other faculty.

d) serving as the pilot group for testing the latest innovations in instructional computing technology.

e) acting as the primary communications conduit between the ITS staff and the faculty.

4. **Construct an instructional computing environment which includes facilities for both production and experimentation.**

The survey finding of a small portion of faculty experienced with computers and a major portion of eager but inexperienced faculty reinforces the need to consider two types of instructional computing environments.

The production environment for primary faculty and student use should be constructed from computer technology just behind the leading edge. Older technology has much to offer here; stable, proven, available expertise, reliable and inexpensive. The present mixture of MS-DOS and Apple II systems is consistent with this viewpoint.

Computer technology will continue to evolve rapidly for at least another two decades. An 'encounter environment' is necessary to select and process leading edge technology for later institutional assimilation. This would insure that the proper infrastructure of procurement, training, maintenance and help would be in place to support the introduction of new computer technology to instruction. Such an environment could also productively utilize the expertise of more computer-experienced faculty.

In line with this approach, the institution should be currently exploring Apple Macintosh, Unix, IBM OS/2, communication networks and other emerging developments.

5. **Continue the present policy of supporting a limited number of user environments.**

The home computer access portion of the survey suggests that faculty preference is about evenly divided between MS-DOS and Apple. A moderate position midway between single-environment dictatorship and poly-environment anarchy seems best. A single environment has some short-term economic advantages from the perspective of system support, but these are out-weighed by the disadvantages of limited software availability and the sense of being told which system to use; faculty do better in situations where they feel they have some freedom of choice. A "poly-environments" policy has the advantage of offering the most software options, but is unmanageable from the perspective of system support.

6. **Informally sponsor the formation of computer user groups.**

Based on the survey findings of faculty computer interest and some faculty computer expertise, the institution could sponsor the formation of computer user groups based on either a common interest in categories of computer applications and/or computer environments.

The institution could provide meeting facilities and limited computer access, but remain 'distant' enough that institutional membership would not be a requirement for user group membership. This pattern has functioned quite well at the University of Michigan and conceivably could work as a low-key recruiting tool along with the obvious literacy benefits to faculty, staff and students.

7. **"Seize the time" !**

The current mixture of high computing interest coupled with low computer skill levels is a volatile one which could boil over into frustration and cynicism. The OCC faculty are highly sensitized from failed attempts at instructional innovation which have occurred in the past. The institution could do much to cure this sensitivity by sponsoring the formation of a constructive computer partnership with the faculty.

Appendix B

Survey Instrument

FACULTY COMPUTING SURVEY

The purpose of this survey is to gather information about faculty interest, commitment and existing knowledge in the area of computing. This information will only be used to help shape decisions about the allocation of computer resources. All responses are voluntary; if you consider any of the requested data to be inappropriate or confusing, then skip it. There is space at the end of the survey for your comments and suggestions. **Please return the survey in the envelope provided even if you do not finish it completely.**

Instructions: Write the scale number of your response in the space provided next to each item; see sample immediately below for correct format:

3 x) Phone area code for OCC: 1) 121 2) 212 3) 313 4) 424 5) 517

I) Faculty background and general computing interest

____ 1) Total years of professional experience: 1) 0-5 2) 6-10 3) 11-15 4) 16-20 5) 21-25 6) 26+

____ 2) Total years of computer experience: 1) none 2) 0-1 3) 2-3 4) 4-5 5) 6-7 6) 8-9 7) 10+

____ 3) Highest degree: 1) None 2) Associate 3) Bachelor 4) Master 5) Specialist 6) EdD, PhD 7) Other

____ 4) Interest in faculty computing :

Scale	>>	1	2	3	4	5
Interest	>>	low		moderate		high

II) Faculty interest - computer as a professional tool

Computer workstations can be used to support professional activities in a variety of ways. Indicate your relative interest in the computer support activities below using the following scale of interest:

Scale	>>	1	2	3	4	5
Interest	>>	low		moderate		high

____ 5) Computer document system - Prepare and maintain your own computer documents containing both text and graphics for lecture notes, foil masters, handouts, tests, letters etc.

____ 6) Student accounting by computer - Use the computer to record student progress data, calculate grade averages, generate grade reports etc.

____ 7) Computer test bank - Use the computer to prepare and maintain test questions by topic, difficulty level etc; generate and score tests; maintain item analysis data on questions and generate appropriate statistics.

____ 8) Model demonstrations by computer - As a lecture support tool, demonstrate via the computer models of systems which cannot be demonstrated directly because of constraints of time, scale or safety; ie. the national economy, an atomic reactor, weather systems etc.

(OVER)

II) Faculty interest - computer as a professional tool (continued)

Scale	>>	1	2	3	4	5
Interest	>>	low		moderate		high

____ 9) Computer bulletin boards - Computer access to a system of bulletin boards containing public information about the college and campuses; ie. campus schedules for LRC, bookstore, gym, labs, registration; announcements for meetings and events; office phone directory; emergency procedures etc.

____ 10) Computer information retrieval - Authorized, controlled computer access to data on students, college personnel, seat counts, budgets etc.

____ 11) Computer mail - Exchange messages and comments with students, colleagues and other college personnel thru computer mailboxes; messages could be sent at any time and be read at the receiver's convenience.

____ 12) Computer meetings - Use computer mail to exchange information among the members of a self-selected group.

____ 13) Instructional research by computer - Use statistical tools, electronic retrieval of published research and access to data on student characteristics and performance to self-monitor instructional effectiveness, test different instructional approaches and conduct other forms of instructional research.

III) Faculty interest - computer use in instruction

In addition to supporting professional activities, computers can also be used to provide instruction. Indicate your relative interest in each of the instructional computing applications below using the following scale of interest:

Scale	>>	1	2	3	4	5
Interest	>>	low		moderate		high

____ 14) Text processing and analysis - Word processing for student paper preparation and revision; computer checks for spelling, grammar, usage etc.

____ 15) Drill and practice by computer - Reinforce student assimilation of fundamental vocabulary and concepts by computer-controlled exercises.

____ 16) Computer model manipulation - Develop increased understanding of cause/effect realtionships through student construction and manipulation of computer models of phenomena which cannot be physically modeled due to constraints of time, scale, safety etc; ie. the national economy, weather systems, ecological systems etc.

____ 17) Discipline-specific computer tools - Student practice on computer tools important to specific disciplines; spreadsheets in accounting; statistical models in the social sciences; computer graphics in commercial art etc.

____ 18) Computer assisted instruction (CAI) - Programmed learning by computer; material presentation is guided by student responses to programmed questions.

IV) Faculty opinions on faculty computing

Place the scale value of your opinion next to each of the following statements about faculty computing:

Scale	>>	1	2	3	4	5
Opinion	>>	strongly disagree		neutral		strongly agree

____ 19) I'm interested in using computers.

____ 20) Computers are an important tool in my discipline.

____ 21) My computer skills are adequate for my discipline.

____ 22) A computer at home is important to me.

____ 23) Access to a computer at OCC is important to me.

____ 24) Word processing and document preparation is all that interests me about faculty computing.

____ 25) I've gone as far as I can on my own with computers and need help to do more.

____ 26) I'm willing to volunteer the time for learning computing if OCC provides the other necessary costs.

____ 27) Students in career programs have more need for computer instruction than students in liberal arts programs.

____ 28) Computers may be necessary for some purposes, but faculty don't need to be involved with them.

____ 29) Computer support is just as important to me as other forms of instructional support; ie clerical support, audio-visual support, library etc.

____ 30) Computers are more important as professional support tools than they are as instructional tools.

Rank from 4 (most desireable) to 1 (least desireable) the following approaches to solving the problem of computer literacy prerequisites for students enrolled in courses requiring the use of computers; assume that 'computer literacy' refers to the ability to use a computer system to provide desired output from at least one application; ie to create and output a document ..... to create and manipulate a spreadsheet..... to retrieve desired information from a data base..... etc.

____ 31) A computer literacy unit within each course requiring computer use by students.

____ 32) A prerequisite of a credit course in computer literacy to all courses requiring computer use by students.

____ 33) A prerequisite of evidence of computer literacy proficiency to all courses requiring computer use by students.

____ 34) A co-requisite of a non-credit short course in computer literacy for all students enrolled in courses requiring computer use who are not computer literate.

(OVER)

V) Inventory of faculty computer competency

The following questions are designed to gather data about faculty computer skills. If you have no experience with computers, go on to the next section.

Scale >>	1	2	3	4	5
Competency >>	none		moderate		high

____ 35) Computer literacy skill.

____ 36 Word processing skill.

____ 37) Document layout skill (Integrate computer text and graphics into a document for reproduction).

____ 38) Spreadsheet skill (ie LOTUS, EXCEL etc.).

____ 39) Data base skill (ie DBASE, REFLEX etc.).

____ 40) Telecommunication skill (use of a modem).

____ 41) General programming skill (ie BASIC, PASCAL etc.).

____ 42) Instructional programming skill (ie PILOT, TUTOR etc.).

____ 43) Integrated package skill (ie APPLEWORKS, LOTUS etc.).

____ 44) Quantitative package skill (ie SAS, STATWORKS, SPSS etc.).

VI) Inventory of faculty home computer systems and software

If you do not have access to a computer at home, go on to the next section.

45) Briefly describe your home computer system; ie. brand, model, age, capacity, software environment etc.

46) Briefly describe the applications for your home computer; who uses it? for what purposes? how much is it used?

47) Briefly discuss how OCC could best support the use of home computers to enhance faculty productivity.

VII) Comments and suggestions:

Computers as professional support tools:

Computers as instructional tools:

OCC support for faculty computing:

Hardware and software preferences:

Other comments and suggestions (Use reverse side and/or additional sheets if space below is insufficient):

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